DOCUMENT RESUME

ED 416 279 UD 032 142

TITLE	Pathways to Teaching.
INSTITUTION	Recruiting New Teachers, Inc., Belmont, MA.
PUB DATE	1997-00-00
NOTE	14p.
AVAILABLE FROM	The National Center for Precollegiate Teacher Recruitment, Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178 (single copies, $2.95; one-year subscription, $12.95); fax: 617-489-6005.
PUB TYPE	Collected Works - Serials (022) -- Reports - Evaluative (142)
JOURNAL CIT	Future Teacher; v4 n2 Spr 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Multicultural Education; Teacher Education; *Teacher Recruitment; *Urban Education; Urban Schools; Urban Teaching; Urban Youth
IDENTIFIERS	*Preservice Teachers

ABSTRACT

Articles in this theme issue explore pathways into teaching, focusing on programs that recruit future teachers, and specifically on programs that target minority future teachers. "Pathways to Teaching: Building Quality and Diversity in America's Schools" by Segun Eubanks introduces a number of programs that are drawing from populations historically underserved by or under-represented in traditional teacher education programs, creating innovative teacher preparation and induction models, and targeting areas where teachers may be in high demand. "Multicultural Alliance: Teachers, Like Students, Come in All Colors" by Sonya Choe describes the Multicultural Alliance, which has recruited and trained over 800 new teachers with its Teacher Fellowship Program. "The Pathways to Teaching Careers Program at Armstrong Atlantic State University" by Evelyn Baker Dandy describes a program to increase the number of teachers in urban schools who are minorities, with a special emphasis on African American men. Students who commit to at least 3 years of urban teaching receive tuition grants and supportive services and incentives. "Future Teachers of Chicago: A Collaboration that Works" by Rutha E. Gibson describes a collaboration among public schools, nonpublic schools, and other educationally focused organizations to build a partnership that uses tutoring as support and recruitment for minority teachers. A special section describes the Pathways to Teaching Career Conference that was held in Atlanta (Georgia) in November 1996. This conference attracted 274 representatives of 160 programs for teacher recruitment and support. Highlights of the conference are outlined, and an example from South Carolina of a strategy that works are presented. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 279

Pathways to Teaching.
Future Teacher; Volume 4, Number 2 Spring 1997

Recruiting New Teachers, Inc.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Naomi Housman
Recruiting New Teachers

UD032142

BEST COPY AVAILABLE

Issue Focus: Pathways into Teaching

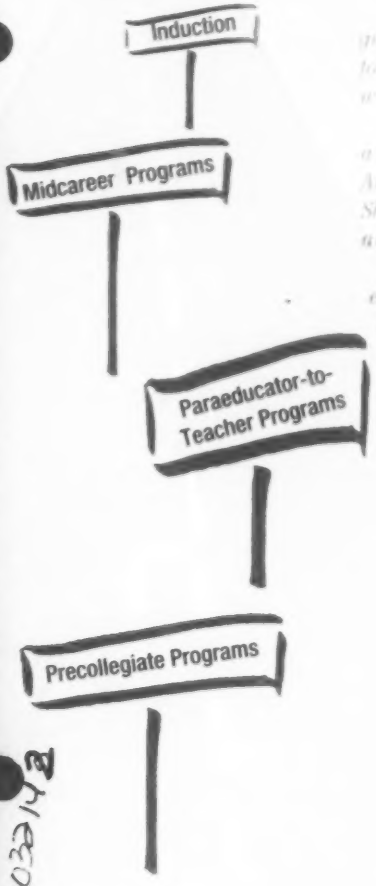
VOLUME 4 • NUMBER 2 • SPRING 1997

Future Teacher™

A Publication of Recruiting New Teachers, Inc. and its National Center for Precollegiate Teacher Recruitment

Contents

Cover Feature:
Pathways to Teaching 1
Profiles of Success 2-4
Conference Highlights 6-8
Increasing Minority Student Participation: So. Carolinians Share What Works 9
Ask the Helpline 10
Recruitment Reform in California 11
Poll: Esteem for Teachers on the Rise 11
Live Science: Teachers Connect on the Web 11



Pathways to Teaching:
Building Quality and Diversity in America's Schools

BY SUSAN EUBANKS, VICE PRESIDENT, RNT RECRUITMENT PROGRAMS AND SERVICES

James, a 16-year-old African-American, is an honor roll student at the South Atlanta High School Center for Teaching. In about six years, he will become an elementary school teacher.

Mildred, a 54-year-old grandmother with 15 years of experience as a teacher's aide, is enrolled in the Cambridge College Paraprofessional Program. In three years, she will become a special education teacher.

John, a 42-year-old with a 20-year distinguished military career, is enrolled in the Troops to Teachers program. In less than two years, he will become a high school math teacher.

Ann, a 21-year-old Mexican-American with a liberal arts degree, is an intern in the Los Angeles Unified School District Intern Program. She is currently teaching bilingual education and will be fully certified in two years.

Steve, a 30-year-old Asian-American with eight years of experience as a medical lab technician, is enrolled in the University of Minnesota Multicultural Teacher Development Project. Next year he will become a high school science teacher.

Every day, individuals such as those profiled above—from all walks of life, cultural backgrounds, and life experiences—choose to pursue careers in teaching. And thanks to a growing number of over 1,000 innovative and effective teacher recruitment and development programs especially designed to expand and diversify America's teaching workforce, these future teachers have more avenues into the profession than at any other time in American history. In recent years, hundreds of new programs have been developed to recruit prospective teachers from nontraditional pools, prepare them in unconventional ways, and help meet the growing need for new teachers, particularly in high-demand areas.

Over the next ten years, America will need to hire two million new teachers due to growing enrollments and rapid teacher retirements. While demographic changes are making the nation's classrooms more diverse, expectations are also rising to improve academic achievement and prepare students for ever-changing global environments. These dynamics require that new teachers be better prepared and more culturally sensitive than ever before. "Pathways" programs (see inset, page 5) are addressing these challenges in innovative ways by:

- Drawing from populations historically underserved by and/or underrepresented in traditional teacher education programs—middle and high school students, paraeducators (or teacher aides), recent college graduates, mid-career adults, and people from diverse racial and/or linguistic backgrounds. These programs have produced tens of thousands of new teachers—teachers with fresh perspectives, new ideas, high enthusiasm, and more knowledge about the students they serve.
- Creating innovative and effective teacher preparation and induction models to help teachers meet the new and unique challenges of teaching in the 21st century. Internships, apprenticeships, and other alternative preparation models are common components of pathways programs, as are induction and support programs and field-based instruction. The most effective of these innovations embrace the skills, knowledge, culture, and experience of prospective teachers, while maintaining rigorous standards and holding high expectations for the caliber of new teachers.

—Continued on page 5

UD031972

Multicultural Alliance: Teachers, Like Students, Come in All Colors

BY SONYA CHOI, VICE PRESIDENT, MULTICULTURAL ALLIANCE

Drew was a senior in college majoring in United States history. He applied to the Multicultural Alliance because he needed a part time job and he liked kids. Drew was placed in a local middle school and taught two social studies classes with his mentor teacher. Over the course of the year, Drew wrote lesson plans and tossed them aside when the class went in its own direction. He worked with his mentor to develop group projects. He spent many lunches working one-on-one with his students. When Drew graduated from college, he had a taste of the demands and rewards of the classroom, and he wanted to be a teacher.

"The Alliance helped me knock on doors I never knew existed."

The Multicultural Alliance was founded in 1990 to address the critical shortage of people of color in America's educational system. This nationwide collaboration of public and private K-12 schools, colleges, universities, foundations, corporations, and affiliate organizations shares the vision that excellence in education can only be achieved through a commitment to diversity.

Through its Teacher Fellowship program, the Multicultural Alliance has recruited and trained over 800 new teachers. The fellowships are available to college juniors and seniors and to graduate students in good academic standing. Over 80% of our Fellows come from academic backgrounds other than education. Upon completion of the fellowship, 96% of Alliance Teacher Fellows decide to stay in the field of education. Fellows come from a diversity of ethnic and racial backgrounds: 51% African-American, 24% Asian/Pacific American, 21% Latino/Hispanic, 2% Caucasian, and 2% Native American.

The Multicultural Alliance offers an innovative combination of paid fellowships, scholarships, mentoring, and support networks to entice potential teachers of color into the classroom. By working collaboratively with partner schools, organizations, and institutions, the Multicultural Alliance gives students of color who want to teach a chance to learn. Alliance Teacher Fellows graduate from the program with practical teaching experience, a graduate degree, and an extensive network of educators.

Fellows discover what teaching is about through observations, supervised teaching, and extensive mentoring from an experienced educator. K-12 partners immerse Fellows in the life of a school. By providing scholarships and other financial assistance, universities offer graduate-level classes, access to professors of education, and research opportunities. Corporate and foundation partners provide support for special programs, technological infrastructure, and development of new partnerships.

"The Alliance helped me knock on doors I never knew existed," says Drew, who is completing his second year as a Multicultural Alliance Fellow and his first year of a master's degree in education. By opening doors for people like Drew, who is African-American, the Multicultural Alliance impacts schools, classrooms, and students, changing education one teacher at a time.

The Multicultural Alliance's national office is located in Ross, California. Program offices are located in Los Angeles, San Francisco, Seattle, Milwaukee, Atlanta, Chicago, Boston, and Washington, DC. For more information on the Multicultural Alliance, call: 888-256-8130 or write to Box 887, Ross, CA 94957 or visit our Web site at www.mca.net.

A Multicultural Alliance Teaching Fellow finds his niche in the classroom.

The Pathways to Teaching Careers Program at Armstrong Atlantic State University

by Dr. Evelyn Baker Dandy, Director, Pathways to Teaching Careers

In the Pathways to Teaching Careers Program at Armstrong Atlantic State University (AASU), our primary goal is to increase the number of certified teachers in urban schools who are minorities, with special emphasis on African-American men. Through a collaboration of the historically white AASU, the historically black Savannah State University (SSU), and the Savannah-Chatham County Public Schools (SCPS), an advisory committee recruits, screens, and selects applicants from noncertified personnel—paraeducators, clerks, secretaries, bus drivers, and others who already have exceptional work records in the public schools. Selecting only the top candidates to be Program Scholars, Pathways provides a curriculum and creative scheduling designed to facilitate their graduation and professional certification. Scholars must maintain at least a 2.5 grade point average, and contract to teach in the urban public schools for at least three years following graduation. Program support includes 80%-tuition scholarships, orientation sessions, tutorials, cultural awareness activities, workshops, family support activities, networking, mentoring, test preparation, and editorial assistance; to motivate and honor high-achieving Scholars, awards and annual banquets are held.

Pathways participant James Gordon is currently the cafeteria manager at Garden City Elementary, where he is one of only two African Americans now in the school. He was featured in "The Drive to Teach" documentary sponsored by the NEA.

"Without the opportunity [it] afforded me, I and many others would not be presently touching the lives of the young people we work with."

The SCPS has agreed to release, with pay, up to 30 Scholars to take college classes once each week. Scholars are replaced by AASU teacher education majors, who gain paid classroom experience. Creative scheduling allows Scholars to take up to 15 credit hours per quarter—two courses on Fridays, and one evening or weekend course.

Elijah West, Jr. knew he had a talent for communicating effectively with children, and he understood the importance of positive male and cultural role models for minority students, but family and financial needs presented obstacles to his becoming a teacher. "My prayers were answered with the establishment of the Pathways to Teaching Careers Program at the local colleges. ... Without the opportunity [it] afforded me, I and many others would not be presently touching the lives of the young people we work with. ... We must continue to address the different learning styles of young students." One of the earliest Pathways graduates, Elijah is now a teacher in an alternative program serving at-risk students through a multicultural social studies curriculum and family outreach services.

Cited by the University System of Georgia as one of the five best programs for student retention (92%), the program can measure its successes both through external indicators, such as awards, citations, and national recognition, and internal indicators, such as graduation rates. Of the 78 men and women selected to participate in the program, to date 30 have graduated with a collective GPA of 3.04, and of these, 25 are currently employed as teachers. In addition, graduates have a 97% pass rate on the Georgia Teacher Certification Test. Three Scholars received their school's nomination for the Sallie Mae First Year Teacher of the Year award, and one of our earliest graduates was awarded the Bill Smith Scholarship from the National Association for Alternative Educational Preparation and Certification.

This past November, the Pathways Program was featured in a Learning Channel television documentary sponsored by the National Education Association. The feature appears in the School Stories segment titled, "The Drive to Teach," and includes two shorter segments, "Combatting Learned Helplessness" and "Mentoring."

For more information about the Pathways to Teaching Careers Program at Armstrong Atlantic State University, contact Dr. Evelyn Baker Dandy at 912-921-2342 or AASU, 11935 Abercorn St., Savannah, GA 31419.

—Profiles continued on page 4

BEST COPY AVAILABLE

Future Teachers of Chicago: A Collaboration That Works

by Rutha E. Gibson, Executive Director, Future Teachers of Chicago

Future Teachers of Chicago (FTC) was formed to recruit and support students, primarily minority, into positions of teaching and educational leadership in Chicago schools. FTC, which represents a collaboration among public schools, nonpublic schools, and other educationally focused organizations, has found a way to build a successful partnership organization.

College student Byron Finley (standing) and high school student Terrence Horton (seated) serve both as tutors and role models for children in Chicago's Park District After School Programs.

An inclusive organizational Policy/Governance Board was formed for coordination, management, and program implementation. Members of the partnership have discovered how and why partnerships work—through the creation of a system which facilitates equitable input and ownership of the organization's programs. As a result, the partners of FTC have developed a level of trust and an informal system of checks and balances to ensure equity, and see that their main objective—to provide support for the success of student participants—is met.

The program structure, which connects elementary schools, high schools, city colleges, and universities through Core Teams, serves as an effective communication link among institutions. The partnership currently consists of nine Core Teams. Chicago State University, DePaul University, Illinois State University, Loyola University, National-Louis University, North Park College, Northeastern Illinois University, Roosevelt University, University of Illinois at Chicago, and City Colleges of Chicago are program participants, as well as the Chicago Board of Education, Archdiocese of Chicago, Chicago Park District, Chicago Teachers Union, and three community organizations. All have representatives on the Policy/Governance Board and contribute to the overall success of the organization. Independent of the above organizations, a small staff made up of the executive director and program support staff forms the Central Office team.

The primary program of the organization is tutoring; in 1995-96, FTC members provided tutoring for close to 7,000 students. The program consists of two major tutoring components: during the school day, students are paid to tutor in 30 schools at the elementary, high school, and college levels, and after school, tutoring takes place at 86 sites sponsored by the Chicago Park District After-School Program. At all sites, teacher coordinators monitor the involvement and interaction between the FTC participants and the student/s they are tutoring.

Delilah Lomax, a student at the University of Illinois at Chicago who plans to become an English teacher, commented on her experience at the park learning centers: "Working with the children in the park gives me hands-on experience, rather than just learning about it all in the classroom." A high school tutor stated, "When I got into FTC freshman year, I wanted to become a computer programmer.... I was going to take this knowledge and work for a big corporation. Future Teachers has changed my mind. Now I want to take all this knowledge and work in both primary and secondary schools. I love working with kids."

Aside from the development of future teachers, one of the most positive things that has evolved from the FTC program is that a sense of trust and collaboration has developed among those who are stakeholders in Chicago's educational system. With an open channel for conversation across institutions, ideas are exchanged, resources are shared, and things get done. Reaching far beyond the scope of its original mission, the partnership formed by FTC has made, and continues to make, an impact on teacher and educational reform issues throughout the city.

For more information about the Future Teachers of Chicago, contact Rutha E. Gibson at 773-651-0126 or 513 W. 72 St., Chicago, IL 60621.

—Continued from page 1

...the scope of *Future Teacher* has grown to include not only precollegiate teacher recruitment, but information regarding a full range of innovative teacher recruitment programs...

- Targeting areas where teachers are in high demand. In schools across the country, there is an immediate and growing need for teachers of color, teachers for urban communities, and teachers in subject areas such as special education, bilingual education, math, and science. Pathways programs are meeting those demands. In fact, surveys conducted by Recruiting New Teachers found that 64% of participants in precollegiate programs and 77% of participants in paraeducator-to-teacher programs are people of color.

Through its outreach and research, RNT has identified over 400 precollegiate teacher recruitment programs; 150 paraeducator-to-teacher programs; 325 mid-career teacher preparation programs; 100 urban new teacher induction programs; and 300 minority teacher recruitment programs. These programs represent a wide array of pathway models, from small programs located within a single high school and offering a basic introduction to the profession, to district or statewide programs that recruit, prepare, and place hundreds of teachers in classrooms each year.

The DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program is designed to increase the number of teachers, especially minorities, working in public schools. The program recruits teachers from various pools: paraprofessionals and noncertified teachers already working in schools, and other adults from nontraditional backgrounds, such as returned Peace Corps volunteers. These individuals receive scholarship aid to attend participating colleges and earn their certification. The program also encourages undergraduates at liberal arts colleges to investigate teaching as a career, and it exposes young people in middle and high schools to the profession.

In this article, the term "pathways" is used more generally, encompassing a range of innovative early awareness, recruitment, preparation, and induction programs designed to expand the ranks, quality, and diversity of the nation's teachers.

What all of these programs have in common is a commitment to building a diverse and qualified teacher workforce; to strengthening the pipeline into teaching; to raising esteem for the teaching profession; and ultimately to improving outcomes for children in our classrooms. What's more, many pathways programs have implemented a "value-added" approach in which individuals are accepted where they are and provided with the support and assistance they need to achieve at the highest standards. These grassroots, community-based teacher recruitment and development models also hold important lessons for school reform.

Pathways programs also contend with many challenges, such as establishing secure funding, developing technology, recruiting for diversity, gaining institutional support, building collaboration, evaluating program impact, and managing other important programmatic issues. On the national level, pathways programs face eroding support for diversity and/or affirmative action initiatives, cuts in college opportunity programs and federal education spending, and political attacks on public education.

It is these shared challenges and shared visions that have been, and will continue to be, the focus of *Future Teacher*. This newsletter is designed to be a forum for the views and ideas of teacher recruitment and development practitioners, as well as a catalyst for expanding the pathways to teaching movement. To this extent, the scope of *Future Teacher* has grown to include not only precollegiate teacher recruitment, but information regarding a full range of innovative teacher recruitment and development programs. As with past issues, *Future Teacher* will continue to address the challenges, concerns, and efforts of program directors and other stakeholders for teaching excellence and diversity across the country. *Future Teacher* will also continue to focus on teacher recruitment and development issues, spotlight innovative programs, share practical resources and program strategies, present voices of students and teachers, and provide a wealth of valuable news and information.

This issue of *Future Teacher* highlights RNT's recent Pathways to Teaching Careers Conference. Held this past November in Atlanta, GA, the national conference expanded its scope to address the full array of pathways-to-teaching programs. Like our conference, the aim of *Future Teacher* is to explore and share a new and vibrant vision of teaching as the profession that shapes America's future. With your support and the continued great work of innovative programs across the nation, we will surely succeed at this endeavor.

As always, we welcome reader feedback. Please share your thoughts with us by writing, calling, faxing, or e-mailing us. (www.rnt.org)

BEST COPY AVAILABLE

Pathways To Teaching

RNT hosted its fifth national Pathways to Teaching Careers Conference in Atlanta last November. Representatives from precollegiate, paraeducator-to-teacher, mid-career, and induction programs, as well as policy makers, funders, and education administrators, were brought together to explore best practices, learn about the latest trends in the field, and network with colleagues from around the country.

The conference was the most successful and best-attended conference we've ever held, attracting 274 participants, representing 166 programs from 36 states and the District of Columbia.

Dr. Mildred J. Hudson, Program Officer for the DeWitt Wallace–Reader's Digest Fund, welcomes participants to the 5th Pathways conference.

Thanks for all the great feedback on the conference. We're using the suggestions and comments to make RNT's 1998 Pathways conference even better.

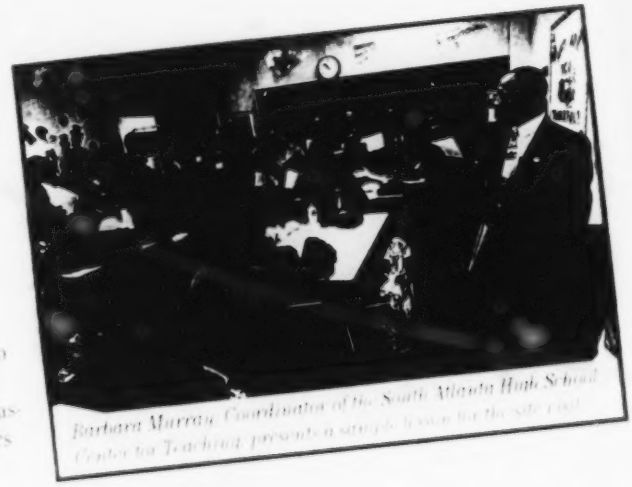
"We need to move beyond fragmented and piecemeal programmatic implementation. We need to see that we're not simply separate programs, but part of a powerful movement that can truly transform teaching, America's classrooms, and America's future."

—David Haselkorn, President, Recruiting New Teachers, Inc.

South Atlanta High School Site Visit

Nearly 120 conference participants attended a site visit at the South Atlanta High School Center for Teaching, an outstanding college preparatory program for students interested in the teaching profession.

The four-year program, which is designed to encourage young people to consider a career in teaching and to develop competent, creative, enthusiastic teachers, was showcased to visitors by the students it serves.



Barbara Murray, Coordinator of the South Atlanta High School Center for Teaching, presents a simple lesson for the site visit.

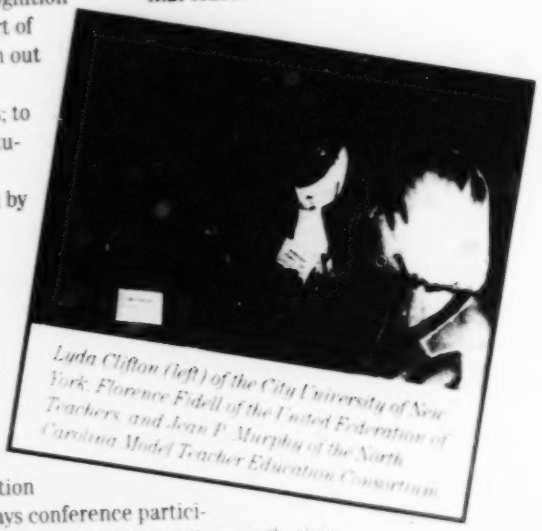
"In front of banners declaring 'Teaching is Fun' and 'Be a Teacher,' students from the teaching magnet at South Atlanta High School here greeted visiting educators with motivational speeches, poems, and songs about teaching.

"But the rousing Nov. 8 welcome was not the only boost for the educators who had come from around the country as part of the 'Pathways to Teaching Careers' conference. The teachers, administrators, and recruiters also benefited from the record number of participants, who shared an interest in finding new ways to attract teachers."

—*Education Week*, November 20, 1996

Lessons Learned: The Power of Connectedness

Conference participants were asked to identify key learning points gained from the conference. Common themes that emerged included: the absolute centrality of diversity for a vibrant teaching profession, as well as growing recognition that teacher preparation, recruitment, and retention issues lie at the heart of education reform. There was recognition of the need to reach out to state legislators and governors to widen awareness of the importance of pathways-style programs among policy makers; to create linkages; to expand program funding sources; to institutionalize these innovative models and influence the way teachers are recruited, mentored, retained, and even viewed by society.



Luda Clifton (left) of the City University of New York; Florence Fidell of the United Federation of Teachers, and Jean P. Murphy of the North Carolina Model Teacher Education Consortium

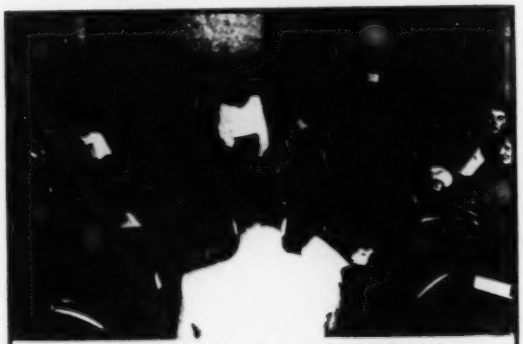
Perhaps most significantly, participants expressed the view that they no longer felt they were working alone on fragmented projects, but had been connected to a national movement of like-minded educators at the cutting edge of school reform. This sense of connection has helped foster a recommitment to the values and principles that initially drew participants to pathways-style work, and a recognition of the need to maintain connections and promote coalition building to advance the movement to the next level. Pathways conference participants were able to share the brilliant work being done in local communities, while contributing to a national effort to improve the educational experiences of all children.

Comments

"In the 25 years of attending conferences, this has been the best in relation to information delivery and coordination of all activities."

"The climate for this conference stimulated me to become more forceful in pursuing my goals: to strive for excellence in teaching."

"After a lifetime of conferences, this is without a question the finest I have attended!"



Michael Acosta of the Los Angeles Unified School District leads a discussion group.

A Challenge

"Webster defines 'pathway' as 'a narrow way to be passed on by foot.' A path can begin narrowly, but together—all constituencies, teachers, administrators, politicians, school boards, businesses, and other community entities—we can widen the path, cut optional paths, or see paths in other places. That place results in a terrific core of teachers—or, as the RNT ad says, heroes.

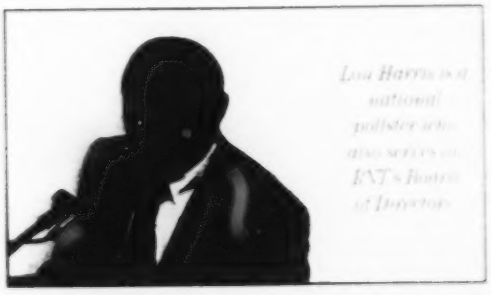
I challenge each of us to take back what we've gained here, either from a showcase or a preconference workshop, a keynoter, or a colleague or student in the hallway, take it back to your corner of the world, and make that difference."

—Esther Coleman, Executive Director, American Association of School Personnel Administrators

Excerpts from Lou Harris's Keynote Address

Education as a growth industry:

"At the outset, let me say that I view all of you at this meeting as part of a crusade to save nothing less than the heart and soul of America.... One of the shibboleths we live by in this country is that growth industry will save us, so let me give you some reasons why I cite education as a growth industry. First, growth is your major focus—children's growth, as citizens, workers, community members, human lives—and your bottom line is the development of the full human potential. That's America's bottom line, too...."



Lou Harris is a national pollster who also serves on RNT's Board of Directors.

The impact of changing demographics:

"...The changes in student demographics have profound implications for the nation. For instance, the minority population in the California schools is pushing the 60% mark, and will climb steadily as the millennium approaches in just over three years. Imagine the impact on the political scene when such a population reaches voting age; how long will articles like Propositions 187 and 209 last then? Because the mainstream consumers of the future marketplace will be drawn from the ranks of today's disadvantaged youth, these demographics will also have significant implications for corporate America. What you do as professional educators determines the kind of markets, consumer demand and, above all, the quality of our workforce for the future...."

A proactive approach to anti-diversity legislation:

"...The antidote to this is the building of coalitions. I would suggest the following combination of elements which can together become an effective force for advocating diversity and supporting public education. The coalition must include those who have struggled to lay claim to the American dream. This means African-Americans, Latinos, Asians, Native Americans. Another critical element is women, whose pay is still no more than 73 cents on the dollar of what men receive for identical work. Yet another key coalition component must be educational policy makers and administrators, who must find ways to attract and train a more qualified and diverse generation of teachers and then get them placed where they can do the most good. The final group in this coalition must be employers, who have an enormous stake in skilled and trained individuals...."

Programs that seek to transform the teaching profession:

"...They open pathways to opportunity and make teaching a more vibrant profession. These programs provide America with the vision and the way to overcome its long-standing educational deficits and racial divisions.... Instead of having a relatively small but highly skilled and highly educated group of elites who do the thinking work, we need all our citizens to be thinking for a living. That means rethinking how we educate kids and train their teachers...."

Skeptics and missionaries:

"...They have never seen what can happen when disadvantaged kids are given opportunities to learn when they have been inspired by committed teachers. They have never seen their hunger and pent-up desire to make it.... Most minority children—most children, I might add—are not looking for someone to save them.... They need tender loving care and encouragement. They need mentors and teachers who will teach them the discipline they need to learn, and who can instill in them the sense and confidence that they can do it. Self-confidence is best enhanced by showing others you have confidence in them, not that they are about to be saved!"

The full text of Mr. Harris's remarks can be accessed at the RNT Web site: http://www.rnt.org

Increasing Minority Student Participation: South Carolinians Share What Works

The South Carolina Center for Teacher Recruitment's (SCCTR) 1997 Teacher Cadet conference was held February 6-8 in Myrtle Beach, South Carolina. With the theme, "Teaching: A New World Coming," the conference aimed to bring together the teachers who run the 144 Teacher Cadet programs in high schools across the state, and the professors who serve as their regional college partners at 24 academic institutions.

The Teacher Cadet (TC) and ProTeam (PT) programs make up the heart of the SCCTR. Designed for exemplary high school seniors, the TC program involves an intensive yearlong course of study, classroom observations, and hands-on teaching experience. The PT program is designed for students in their final year of middle school and was initiated to prepare and support the entrance of greater numbers of minority students into the Cadet program.

At a session devoted to program recruitment challenges, a panel of Teacher Cadet teachers presented a variety of innovative strategies for attracting and developing minority student participation. In all of these strategies, the common thread was maintaining student involvement as the key to keeping the flame of motivation and academic achievement alive across the middle and high school years:

In all of these strategies, the common thread was maintaining student involvement...across the middle and high school years....

- At Sumter High, Susan Hilton's strategy was to establish active links between the Teacher Cadet and ProTeam programs in her community. "Because the ProTeam classes include a significant number of minority and male students, it is a great way to begin familiarizing them with the Teacher Cadet program." Through activities such as pen pal pairing, social events, and a shadowing day at the high school, the ProTeamers see what it takes to become a Teacher Cadet, and how studying and working hard in school can be rewarded.
- At Palmetto and Chester high schools, Ann Hiclin and Catherine Weaver have implemented Teaching Assistant Programs (TAP) to provide an alternative for students who seek a teaching experience, but, for any number of reasons (class size constraints, scheduling conflicts, or academic record), are not able to participate in the TC program. Students who excel in certain subjects are matched with supervising teachers in these areas to serve as teaching assistants. The program lasts for the duration of the school year, counts for one class credit, and—most importantly—exposes students to real teaching experiences.
- At Hemingway High, Bernice Davis-Cooper reaches freshmen through the Leadership Club. In it, students engage in leadership activities, are introduced to excellent mentor teachers, and help educate the larger school community about teaching and the TC program. In addition, the club strives to help develop healthy self-esteem and to promote goal setting.
- Anne Leford and Chari Young have founded chapters of Phi Delta Kappa's Future Educator Association at Ft. Mill High. The group meets after school and works closely with TC classes to sponsor activities meant to raise esteem for the teaching profession. At Orangeburg-Wilkinson High, Sue Hartzog has been working with the state-sponsored chapter of Future Teachers of America/ Student Action for Education as part of a district-wide collaborative effort to attract minorities and young men into teaching.

Founded in 1986, the SCCTR is a pioneer effort at statewide precollegiate teacher recruitment. The Center has worked in consultation with numerous cities and states and welcomes the opportunity to share their highly successful model for precollegiate teacher recruitment. For more information, contact Associate Director Ms. Rita Stringfellow, or Director Dr. Janice Poda, at 803-323-4032 or Canterbury House, Rock Hill, SC 29733.

WEB NEWS

Have you visited RNT's Web site yet?

Access the latest information on RNT's 1996 conference! Order a free copy of *What It Takes To Teach*. Also find:

- Guidance and resources for prospective teachers
- Insight on current trends and issues in the field
- Networking opportunities for educators
- Summaries of RNT's cutting-edge policy research and surveys
- Highlights of our publications, services, and advocacy efforts

Take a look and let us know what you think!

Visit us at http://www.rnt.org

Ask the Helpline

Urban Helpline counselors

Megan Reilly

and Laurie Levine

got together to answer some frequently asked questions about mid-career transitions into the teaching profession.

If you have a question that you would like to have answered by one of our counselors, call the Helpline at 617-489-6407. If you would like to submit a question for inclusion in a future issue of the newsletter, write it on a postcard with your name and address, and send it to RNT c/o Ask the Helpline (see back page for address). We can't promise that all of your questions will be answered in print, but we will try to cover all of the important topics we hear about through your letters.

I have a bachelor's degree and have been working for many years in a business career that I find unrewarding. I'm thinking of becoming a teacher in a public elementary school. I've heard there are alternative ways to get certified—what are these all about?

Although the lines distinguishing programs are frequently blurred, there are many alternative route programs designed to recruit and prepare mid-career candidates by offering targeted services and resources to support and expedite entrance into the teaching profession. As you plan to reach your new professional goal, there are many issues to explore and take into consideration.

Alternative certification programs, in many cases, are offered through a school district or state department of education. Usually due to a region's urgent need for teachers, alternative certification programs involve either waiving certain certification requirements, or allowing a candidate to teach under supervision before all requirements are fulfilled. Internship programs or transcript reviews are also common types of alternative certification. Because some allow individuals to enter the classroom without full preparation, it is important to know that many alternative certification programs have also been the subject of criticism.

Many institutions of higher education offer *alternative preparation* programs that can provide either an advanced degree (master's), a postbaccalaureate teacher certificate, or a bachelor's degree with teacher certificate. These programs meet all of the standard requirements for state teacher certification, but offer increased flexibility for working adults. Most alternative preparation programs attract a range of individuals seeking a teaching career—including recent college graduates, paraprofessionals (aides), and even teachers seeking recertification in a high-need area. Most are specifically designed for the adult learner, with common features such as credit for life experience, time-reduced completion options, cohort group learning, intensified advisement and/or classroom supervision, and/or a variety of financial incentives.

Keep in mind that teaching is a challenging and intellectually complex profession. Even if you feel you are "born to teach," make sure you are prepared to do so with the knowledge and skills *all* teachers need to help their students succeed.

That's helpful, but it all seems a little complicated. Where do I begin and what should I take into consideration?

With at least a bachelor's degree, you may qualify for admission into a variety of alternative programs tailored to meet your needs.

If you have had some experience, or course work, in education and feel you are ready for immediate entry into the teaching profession, you might consider a state or district-based alternative certification program; in such a program, you would teach while presumably working to fulfill the course credits and/or other professional requirements for state certification.

You should also consider enrolling in an alternative preparation program through a college or university. Many alternative preparation programs lead to a master's degree, and due to current trends in professional development which emphasize the pursuit of graduate degrees for licensed working teachers, this route may be preferable. In addition, state certification with an advanced degree places teachers at a higher starting salary range.

For the most updated information on your state's certification requirements for public school teachers, you can also contact the office for certification in your state department of education. This office can inform you of any state-approved alternative certification programs as well as school districts which participate in sponsoring alternative certification candidates. For guidance and/or information regarding postbaccalaureate teacher training programs, contact local colleges of education. Identify your own needs, and seek training opportunities that facilitate quality learning and inspired teacher practices. And, of course, we encourage anyone interested in pursuing a teaching career to call the RNT Urban Helpline at 617-489-6407 for individual guidance and resources nationwide. Another valuable resource, the RNT Careers in Teaching Handbook, can be ordered by calling the Helpline, and RNT's soon-to-be-released directory of mid-career adult teacher preparation programs also will provide a wealth of information and resources to assist you.

Recruitment Reform in California

RNT's Pathways conferences have a way of fostering new collaborations, partnerships, and networks. For example, in an impromptu meeting at the first Pathways conference in South Florida in 1993, a half dozen California attendees shared with RNT their concerns about their state's teacher recruitment and diversity challenges. Three years later—under the auspices of the California Commission on Teacher Credentialing (CTC), the California State University Institute for Education Reform, and the California Department of Education—RNT was asked to lead a collaborative statewide planning process designed to help meet the state's urgent teacher recruitment and development challenges.

Passage of class-size reduction legislation in California last summer provided increased momentum to this work. California will need to hire between 275,000 and 300,000 teachers over the next ten years.

The Task Force's recommendations center on three primary goals:

- Expanding the *pool* of prospective teachers;
- Strengthening the *pipeline* into teaching across the career continuum; and
- Undertaking related changes in state programs and policies to remove unnecessary barriers to teaching careers.

RNT's work in California has already proved enormously successful, coalescing key stakeholders and sponsors around a common vision and action plan for teacher recruitment in the state. New legislation and major state funding in support of the plan's recommendations are already under active consideration with measures to expand the state's support of induction, internships, bilingual teacher training, and paraeducator-to-teacher programs, and to establish a statewide center for teacher recruitment, all under review.

Esteem for Teachers on the Rise
Teachers and Doctors Top List of Jobs

At a time when the nation must hire two million new teachers during the next decade to meet rising enrollment demand and replace an aging teaching force, a new public opinion poll finds Americans list teaching as the profession that provides the "most benefit" to society.

The poll, conducted by Recruiting New Teachers, Inc. (RNT) and the Advertising Council, surveyed 1,004 adults on their perception of the teaching profession relative to other professions and found:

- 57% of Americans choose teaching as the top profession in providing the "most benefit to society."
- Doctors are considered to provide the most benefit to society by only one of four respondents (25%), while lawyers (4%), business persons (3%), politicians (3%), and journalists (2%) lag much farther behind.
- While medicine ranked first (29%) as the career respondents would most highly recommend for a family member, respondents ranked teaching a close second (24%). Notably, the poll's youngest respondents—between ages 18 and 25—were the only age group to say they would recommend a career in teaching (32%) to a family member over a career as a doctor (29%).

"The American public intuitively understands the relationship between a caring, competent, and qualified teacher and high student achievement," said David Haselkorn, president of RNT. "Yet, more than three-fourths of our nation's largest urban school districts are currently struggling with teacher shortages in critical areas, such as mathematics, science, special education, bilingual education, and elementary education, and demand will intensify over the next decade."

Live Science: Teachers Connect on the Web

On December 9, 1996, math and science teachers across the country participated in the first, live interactive forum of the Annenberg/CPB Channel. The Channel, a new satellite/Web service for math and science teachers, is a collaborative effort of the Annenberg/CPB Math and Science Project, The Smithsonian Institution and Harvard University, and the Massachusetts Corporation for Educational Telecommunications (MCET).

Although the Channel started broadcasting on October 24, the live forum was its official debut, introducing viewers to the range of services it will provide over the next 18 months. The spring broadcast schedule includes courses for teachers using the Annenberg/CPB Math and Science Project's professional development libraries, interactive workshops for teachers that combine broadcast video and telecomputing, and a Spanish language math series. Another distinctive feature of the Channel is its Web site, with feature stories, curriculum resources, program schedules, discussion groups, and links to other key organizations.

Access to the Channel has been made a priority, and programs by nationally recognized producers, including WGBH, WNET, and the Harvard-Smithsonian Center for Astrophysics,

—continued on page 12

RNT

Recruiting New Teachers, Inc. is a national nonprofit organization based in Belmont, Massachusetts. RNT has worked for ten years to create a more diverse, capable, and culturally responsive teacher workforce for America's schools.

David Haselkorn
President

Petrula Bletsis
Staff Associate, Urban Helpline

Katherine Breen
Vice President for Finance and Administration, Chief of Operations

Lisa Cella
Manager of Marketing and Development

Segun Eubanks
Vice President for Recruitment Programs and Services

Elizabeth Fideler
Vice President for Policy and Research

Naomi Housman
Staff Associate, Recruitment Programs and Services

Lisa Hudson
Administrative Associate, Recruitment Programs and Services

Gail M. Liu
Accountant

Deborah McLean
Vice President for Development and Public Affairs

Heather Meeker-Green
Policy Associate

Betty Synan
Office Manager

Elaine S. Yoneoka
Designer

The National Center

The National Center for Precollegiate Teacher Recruitment is a project of Recruiting New Teachers, Inc., funded through the generosity of: the DeWitt Wallace-Reader's Digest Fund, The Pew Charitable Trusts, Anonymous, The Prudential Foundation, Christian A. Johnson Endeavor Fund, Rockefeller Brothers Fund, Tiger Foundation, and Carnegie Corporation of New York.

Future Teacher

Future Teacher is a publication of RNT and the National Center.

Copyright 1997 by Recruiting New Teachers, Inc. Brief quotations from Future Teacher may be reproduced without restriction, provided that appropriate acknowledgment is provided.

Future Teacher is published four times per year by RNT. Single copies: $4.95. One-year subscription: $16.95. Address all correspondence to Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178; 617-489-6000; fax 617-489-6005.

Segun Eubanks, Naomi Housman, Deborah McLean
Editorial Board

Elaine S. Yoneoka
Designer

What's New

Teaching's Next Generation... Five Years On and Growing

In November 1996, Recruiting New Teachers, Inc. released *Teaching's Next Generation... Five Years On and Growing*, a report on RNT's second national study of precollegiate teacher recruitment. Conducted on behalf of the DeWitt Wallace-Reader's Digest Fund, the second survey documents the continued growth and success of a dynamic "grow-your-own-teacher" movement focused on promoting diversity and excellence in teaching. From the responses of 253 programs nationwide, the survey's key findings indicate that programs have become more selective in accepting candidates and have significantly increased their efforts to recruit students of color; in fact, reporting programs indicated that 64% of participants were students of color, representing nearly five times the percentage of today's teaching force.

The study also highlights key elements of successful programs, such as the cultivation of connectedness for both internal and external support, the incorporation of apprentice-style activities that introduce students to teaching firsthand, and adequate support for staff that provides incentives and professional development opportunities. The report also includes a checklist of recommendations addressed directly to those stakeholders invested in the promise and potential of precollegiate programs nationwide—school districts, higher education, program designers, state departments of education, the federal government, and funders.

In addition to the survey findings, *Teaching's Next Generation... Five Years On and Growing* contains a national directory of precollegiate teacher recruitment programs. Organized by state and city, the directory includes address, telephone number, and contact information for 405 programs nationwide. The cost of the report is $6.95 plus $3.00 *per copy* for shipping/handling. To order, please send your name, mailing address, the name of the publication, and a check payable to Recruiting New Teachers for the total amount due to: Recruiting New Teachers, Inc., 385 Concord Ave., Belmont, MA 02178.

Live Science *—continued from page 11*

are broadcast free to the public. Anyone who can pull down the Channel's digital signal can watch its programs and/or participate in any of the live forums and workshops.

On May 6, the Channel will broadcast its second interactive forum previewing the fall program line-up. "This project's success will be determined by the number of teachers engaged in professional improvement activities both through watching our programs and through their interaction with their colleagues across the country. Teaching and learning may not be the same in Baltimore as in Fargo, but teachers' strategies for success need to be shared. We hope to help facilitate that process," says Channel Manager Nancy Finkelstein.

To find out more about the Channel, contact Nicole Stark, Coordinator of Outreach, at 800-556-4376 or browse the Channel's Web page at http://www.learner.org/k12/acpb.tv.

Future Teacher
c/o The National Center for
Precollegiate Teacher Recruitment
Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178

Nonprofit Org.
U.S. Postage
PAID
Boston, MA
Permit #57585